UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN

| **Title: Swinging Sixties** | **Term: Summer** | **Year Group: 6** |
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| **British Values/Rights:** | | |
| **Visits/Visitors: N/A** | | |

**Wow Starter:** Play 'Imagine' and discuss pupils' thoughts about the song. Produce CD cover from images generated from song lyrics.
Provide children with a list of quotes and famous people around the playground. Challenge children to match quote with correct person. Introduce the topic to children and discuss.
**Photograph children carrying out activity for floorbook.**

**Art: Lowry**
**Final outcome: A3 drawing/painting showing perspective**
**Knowledge:**
**Skills: -**

- Develop ideas using different or mixed media, using a sketchbook
- Manipulate & experiment with the elements of art: line, tone, pattern, texture, form, space, colour & shape
- Create shades & tints using black & white
- Choose appropriate paint, paper & implements to adapt & extend their work
- Show an awareness of how paintings are created (composition)
- Work on their own & collaboratively with others , on projects in 2 & 3 dimensions & on different scales
- Compare ideas, methods & approaches in their own & others' work & say what they think & feel about them
- Adapt their work according to their views & describe how they might develop it further
- Annotate work in sketchbooks
- Select & record from first hand observation, experience & imagination, & explore ideas for different purposes
- Question & make thoughtful observations about starting points & select ideas to use in their work
- Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures

**DT: sewing**
**Final outcome: 1960's inspired cushion cover**
**Knowledge:**
**Skills:**

- Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate.
- Confidently select appropriate tools, materials, components and techniques and use them to make their products.
- Measure, mark out and shape with accuracy.
- Use tools safely and accurately.
- Aim to achieve and make a quality product.
- With confidence pin sew and stitch materials together to create a product.
- Evaluate their products identifying strengths and areas for development.
- Record their evaluations using drawings and labels.
- Evaluate against their original criteria and suggest ways that their product can be improved.

**History/Geography:**
**Knowledge:**

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Gain historical perspective by placing their growing knowledge into different contexts: between cultural, economic, and social history; and between short- and long-term timescales.

**Skills:**

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Compare beliefs and behaviour with another time studied
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account
- Select and organise information to produce structured work, making appropriate use of dates and terms.

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| **English links:**<br>**English book study:**<br><br>**Cross-curricular writing opportunities:**<br><br>**Additional texts/reading links:** | **Maths links:** | **E-Safety:**<br>Safe searching – use of search engines<br>Copyright rules | **Other curriculum links: music/computing/PSHE:**<br>**Knowledge:**<br>**Skills:** |

| Subject Area | Skill | Knowledge | Activity (including resources if applicable) | Resources |
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| History | Place current study on time line in relation to other studies<br>Use relevant dates and terms | Gain historical perspective by placing their growing knowledge into different contexts: between short- and long-term timescales. | **LO: To identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades.**<br>What do you think are the main changes to have happened since 1948? Link to previous work on Windrush. Give children a few minutes to discuss their ideas with a partner, then create a list of ideas on the slides. Encourage children to use higher-level vocabulary, e.g. population structure, increased consumerism, technological advancements, etc.<br>• Show children the pictures on the slides. What decade is this from? How do you know? What does it show us about life in this era? How have things changed since this picture? Children record ideas in books.<br>• How would you characterise each of these decades: 1950s, 1960s, 1970s, 1980s? Children to come up with a few adjectives for each.<br><br>**Activity:**<br>Provide children with a copy of worksheet 1A. Children to cut out each of the key events from 1948 to present and stick them in order on Timeline Sheet A. Challenge children to see how many they can get in the right place before checking solutions together as a class. | **SEN:**<br>Teacher support:<br>Provide children with a copy of the Question Cards. Children to place the cards face down on the table. In groups, one child picks a card nd asks the rest of the group which decade the event took place in. When all the questions have been answered, get the children to order the events chronologically.<br><br>**GDS:**<br>As MA with differentiated sheet – 14 events | Slides<br><br>Question cards<br><br>Worksheets 1A<br><br>Worksheets 1B |
| History | Recognise primary and secondary sources<br>Use a range of sources to find out about an aspect of time past<br>Bring knowledge gathered from several sources together in a fluent account<br>Select and organise information to produce structured work, making appropriate use of dates and terms. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions | **LO: To investigate what life was like in Britain in the 1960s.**<br>How do you think life in Britain changed from the 1950s to the 1960s? Children to think, pair, share ideas then list on the slides.<br>• This decade is often called the 'Swinging Sixties'. What do you think this means? Give children a few minutes to discuss their ideas.<br>• Go through the slides explaining that the 60s is particularly remembered for the changes in popular and youth culture.<br>• Life was exciting for the youth of Britain during the 1960s. What do you think life would have been like for ordinary families? Describe changes e.g. in television, supermarkets, race relations, etc.<br>Activity:<br>Divide the class into groups and give each group one of the Category Cards on A3/A2 with a category (Home Life; Work Life; Technology; Population; Popular Culture) and a set of questions to research. Provide children with books, Picture Cards, access to internet, and any other sources that may be appropriate.<br>• Children to research the category on their cards using the questions as prompts. Children could record their research on the A3/A2 sheet<br>• When all the groups have completed their research, give one person from each group the opportunity to share their findings with the class. | **SEN:**<br><br>N/A – Mixed ability groups<br><br>**GDS:**<br><br>N/A – Mixed ability groups | |
| History | Compare beliefs and behaviour with another time studied | Gain historical perspective by placing | **LO: To investigate what was considered popular culture in the 1960s.** | **SEN**: Use of word banks, sentence openers. | |

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| | | their growing knowledge into different contexts: between **cultural,** economic, and **social history;** and between short- and long-term timescales.<br>Understand historical concepts such cause and consequence, draw contrasts, analyse trends and create their own structured accounts, including written narratives. | Children to imagine that they have taken a time machine back to a Beatles' concert in the 1960s. Watch a video showing 'Beatlemania' e.g: http://www.youtube.com/watch?v=0I91CFOCp04.<br><br>Children to describe what they can see and hear, what the people are wearing and how it is different to a pop concert today.<br><br>Activity:<br>Children record notes on senses – sights, sounds, smells and feelings. Split page into four sections. Add adjectives and adverbs<br><br>Children use their notes to write a recount as if they had attended the concert themselves. How would you feel?<br>**Challenge**: include fronted adverbials, expanded noun phrases and relative clauses. | **GDS**: Children write including secure use of 'expected standard' features. Children challenged to use ; and : within their writing. | |
| History | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.<br>Use relevant dates. | | Use pictures and ppt to learn about John Lennon's early life.<br>Look at pictorial evidence- Who? What? Where? When? How? Why? What can you deduce from the pictures? What do these pictures tell us about John Lennon and his early life?<br>Read info sheet about John Lennon and discuss.<br>Activity:<br>Children record key events in the life of John Lennon – use pictorial and text evidence.<br>Children decide how they would like to present their work. | **SEN**: Differentiated text<br><br>**GDS**: Differentiated text | john Lennon pics<br><br>info sheets |
| History | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. | Place growing knowledge into different contexts: between **cultural,** economic, and **social history;** and between short- and long-term timescales. | **To explore fashion and significant trends in the 1960s.**<br>Use PPT and https://www.bbc.co.uk/bitesize/clips/zh72tfr to explore changing fashion in the 1960s.<br>Bring back to rise of youth culture and how teenagers were thinking differently to their parents – this resulted in changes in fashion and entertainment etc.<br><br>Activity:<br>Using outline templates and picture cards, children design 1960s outfits for given headings: Hippy, Mod, Rocker etc. | **SEN:**<br>Ask children to look at the Picture Cards and use the pictures of 1960s clothes to design their own 1960s outfit.<br><br>**GDS:**<br>As main activity including written explanation of the outfit and what/who influenced the style. | ppt<br><br>picture cards<br><br>outline template |
| History | Bring knowledge gathered from several | Understand historical concepts such as | **To show an understanding of youth culture in the 1960s** | **SEN:**<br>Write invitation letter using given sentence stems. | food images<br><br>sentence stems |

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| | sources together in a fluent account<br>Select and organise information to produce structured work, making appropriate use of dates and terms. | similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, and create their own structured accounts | Review what children have learnt about youth culture in the 1960s so far. Explain the task and discuss. Show pictures of typical party food of 1960s. Compare to popular party food today – what is similar? What is different?<br><br>Activity:<br>Write a letter to a friend inviting them to a party.<br>• Explain why you are holding the party.<br>• Explain what you and other guests will be wearing.<br>• Explain what the entertainment will be.<br>• Explain what food will be there. | (Provide copy of Twinkl sheet ** but work in books)<br><br>**GDS:**<br>Challenge: Make comparisons between a 1960s and modern day party.<br><br>**GDS:** | |
| DT | Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. | | 1) Power point presentation showing 1960s fashion and furnishings. Focus on the features of design.<br>2) Try out different ideas for fabric design.<br>Create a 'concept board' on A3 paper showing colours, patterns, stitches.<br>Sketch out design ideas in different parts of the board to try out – write comments and evaluations by the sketches to show what you think of your ideas.<br>**Criteria for the design: The cushion cover must reflect 1960s design ideas and use decorative hand stitching. It should be made to fit a standard 12"x12" cushion pad.** | **SEN:**<br>**N/A**<br><br>**GDS:**<br>**N/A** | Power point presentation<br>A3 paper/card<br>Felts/crayons<br>Binca<br>Wool<br>Tapestry needles<br>Stitching cards |
| DT | With confidence pin sew and stitch materials together to create a product. | | On a sample piece of binca, demonstrate different hand stitches. Children to try out at least 3 and practice them.<br>Demonstrate applique using felt fabric to attach to background.<br>Stitches: Running stitch – Back stitch – Cross stitch – Herringbone stitch - Chain stitch - Open Chain stitch Add stitch sampler to the design board. | **SEN:**<br>**N/A**<br><br>**GDS:**<br>**N/A** | Large sheets of paper<br>Card for templates<br>Felt fabric<br>Wool<br>Calico<br>Fabric paints |
| DT | Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. | | Using the ideas from the concept board, create the final design for the 1960s cushion cover.<br>• Decide on colour scheme.<br>• Patterns to be used.<br>• Where and how hand stitching will be used in the design.<br>• Feature of design picked out in applique.<br>Sketch out final design. Allow for seams<br>Create a pattern for the cushion by drawing the design on full sized paper. Make any templates needed for the design, for hand stitching or applique. Consider a plan for making – what needs to be done first? | **SEN: N/A**<br><br>**GDS: N/A** | Evaluation sheet |
| DT | Confidently select appropriate tools, | | Transfer design to fabric, drawing details with pencil to give a guide for stitching/colouring in fabric paints/applique. | **SEN: N/A** | |

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| | materials, components and techniques and use them to make their products.<br>Measure, mark out and shape with accuracy.<br>Use tools safely and accurately.<br>With confidence pin sew and stitch materials together to create a product. | | Neaten edges by tacking and hemming with a decorative stitch.<br>Attach applique pieces, hand stitch designs onto fabric and colour in areas features in the final design. | **GDS: N/A** | |
| DT | Evaluate their products identifying strengths and areas for development.<br>Record their evaluations using drawings and labels.<br>Evaluate against their original criteria and suggest ways that their product can be improved. | | Does the cushion reflect 1960s design ideas?<br>Has hand stitching been incorporated successfully? Is it neat?<br>Does a 12"x12" cushion pad fit into the cover?<br>Ask others for their opinions of your work | **SEN: N/A**<br>**GDS: N/A** | |
| Art | Manipulate & experiment with the elements of art: line, tone, pattern, texture, form, space, colour & shape | | Share a collection of Lowry pictures and discuss the similarities. Where are most of the pictures set? What do you notice about his style of drawing? How many colours does he use?<br>Review slides and posters of Lowry's work. Consider drawings first. What do they have in common – simple, strong lines, strong perspective, simple shapes, often feature a road or path which helps you 'travel' through the picture. How does he make things look near or far away? How does his work make you feel?<br><br>Children to make a 3 by 3 view finder – use the view finder to select certain aspects of Lowry's work. Children to sketch dogs, lampposts, chimney pots etc. | **SEN: N/A**<br>**GDS: N/A** | Copies of Lowry pictures<br>Lowry powerpoint<br>Art sketch books |
| Art | - Select & record from first hand observation, experience & imagination, & explore ideas for different purposes<br>- Question & make thoughtful observations about starting points & select ideas to use in their work<br>- Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures | | Introduce vanishing point powerpoint – this is how we seem to travel through his pictures.<br>**Complete 'Teaching Vanishing Point' activitiy in sketch books.** This activity highlights a very easy method of making pictures and text which look three-dimensional. First of all, start with a few shapes. Next, draw a dot anywhere on the page (it doesn't always have to be in the middle). This dot is called the "vanishing point". When you have drawn your vanishing point, start drawing STRAIGHT lines from it to the corners of one of the shapes dotted around the page. | **SEN: N/A**<br>**GDS:** Bubble writing – vanishing point as a challenge | Vanishing point activity sheet<br>**Vanishing point powerpoint**<br>Simple shapes |

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| Art | Work on their own & collaboratively with others , on projects in 2 & 3 dimensions & on different scales<br><br>Compare ideas, methods & approaches in their own & others' work & say what they think & feel about them | | **Revisit vanishing point powerpoint.** Discuss vanishing point. Focus only on line and shape. Show children how to draw horizon line and vanishing point.<br>Use A3 sheet with horizon lines and vanishing points to complete the practice piece. Children to select the street scene according to ability.<br>**Drawing package to show vanishing points.** | **SEN: N/A**<br><br>**GDS: N/A** | A3 sheets<br>Half completed sheets<br>**Vanishing point powerpoint** |
| Art | Create shades & tints using black & white<br><br>Show an awareness of how paintings are created (composition)<br><br>Manipulate & experiment with the elements of art: line, tone, pattern, texture, form, space, colour & shape | | What is tone? Work in tables to find 3 objects of the same colour but different tones. How do we make different tones of the same colour? Which tones are in the foreground / background of Lowry's pictures. What colours did Lowry use?<br>**Task:** Using only the 5 colours used by Lowry, colour mix different tones to match Lowry's work.<br><br>Peer Review – What went well? Why? What could we improve on? Which do you prefer chalk or paint? | **SEN: N/A**<br><br>**GDS: N/A** | **Colour mixing powerpoint.**<br>Paints<br>Chalks |
| Art | Work on their own & collaboratively with others , on projects in 2 & 3 dimensions & on different scales<br><br>Manipulate & experiment with the elements of art: line, tone, pattern, texture, form, space, colour & shape<br><br>Choose appropriate paint, paper & implements to adapt & extend their work | | Brainstorm in groups what steps do you think you should go through to create your final Lowry piece? Where do you start? Children to share their numbered steps. Encourage:<br>1. Rough sketch in book first<br>2. Horizon line<br>3. Vanishing point<br>4. Lightly sketch houses, roads, building etc.<br>5. Compare building lines add windows and doors<br>6. Paint sky<br>7. Paint buildings, roads<br>8. Paint windows doors<br>9. Complete all other detail<br>10. Draw outline of people<br>11. Colour people<br>**Demonstrate each stage as the children progress.**<br>**Children should practise stages in their art sketch book as required.**<br>Children to create a composition using their own pictures of their area / street / school/elements of Lowry paintings. Focus on composition element: Lowry's work often features a road or path which draws the eye. Remember Lowry's limited colour palate and mood/feelings this creates.<br>Differentiation by outcome. | **SEN: N/A**<br><br>**GDS: N/A** | Paints<br>Chalks<br>Copies of Lowry pictures<br>Large sugar paper<br>Large pens |

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| Art | Adapt their work according to their views & describe how they might develop it further<br><br>Compare ideas, methods & approaches in their own & others' work & say what they think & feel about them | | **Using the digital camera children need to Photograph** and evaluate final piece<br>Differentiation: Different evaluation sheets to be completed.<br>What do children like best about their own / others work? What could be improved? How would they change it next time? Is there a sense of perspective? How did they achieve this? | **SEN: N/A**<br><br>**GDS: N/A** | **Digital camera**<br>Differentiated evaluation sheets |